instruction is in Yiddish or Hebrew, and the curriculum resembles that of the ordinary schools, but includes additional Jewish subjects (religious instruction, Jewish history and literature).

(c) Elementary or secondary schools for Jewish children, where Jewish teachers teach in the vernacular according to the curriculum of the ordinary schools, but where some hours a week are devoted to Jewish subjects.

II. *Non-Jewish schools, i.e.* the ordinary elementary and secondary schools in which the majority of teachers and pupils are non-Jews.

I. THE JEWISH SCHOOLS

(a) *The Chayder*

Till about the end of the eighteenth century the *chayder* was the only type of Jewish school in Eastern Europe, and even in Germany—the first Jewish Free School, with instruction in German, was founded in Berlin only in 1778. The *chayder* was a private school in which a teacher—sometimes with one or more assistants—taught boys aged 4 to **13.** Instruction was limited to reading and writing in Yiddish and Hebrew, to the Bible, the Talmud, and other religious literature; of secular subjects elementary arithmetic alone was sometimes taught. At the age of 10 to 14, the *chayder-boy* could move up to the *yeshwa,* where he

continued the study of the Talmud and practised dialectics.

Instruction in the *chayder* consisted in memorizing texts by means of mechanical repetition and learning by rote, a method which probably has been usual in the East since the earliest times, and still survives in Mohammedan schools. Only after the text, translated by the teacher from Hebrew into Yiddish, had been memorized by the pupil, was this instruction supplemented, mostly only in the